

Memorandum of Understanding (MOU)
Between
SEATTLE SCHOOL DISTRICT No. 1
and
SEATTLE EDUCATION ASSOCIATION

2020-2021 School Year

Seattle Education Association (SEA) and Seattle Public Schools (District) enter into this memorandum to provide a safe and equitable learning and working environment for all students and staff in the midst of the current Covid-19 pandemic.

As expressed in the preamble to the three collective bargaining agreements under which SEA members work, the parties have a commitment of collaboration and problem solving in a manner that is focused on shared interests and values.

We as a community are facing the ever critical and longer-term pandemics of racism and inadequate mental health care. In this moment of reckoning, we agree that eliminating barriers means prioritizing the needs of People of Color and providing community support for social emotional learning.

In addition to those expressed values and agreements, the SPS model of reopening schools will prioritize:

- The health and safety of our students, staff and entire school-community;
- Positive and justice-driven educational outcomes;
- The social-emotional needs of students and staff;
- Thoughtful financial stewardship;
- Equitable education and services for students of color furthest from educational justice first; and,
- Planning/implementing a sustainable and flexible remote-only instructional model.

In that spirit the parties enter into the following agreements:

Professional Development

The District and Association recognize the need for mandatory professional development for all employees in preparation for remote instruction. SEA and SPS will work together to plan and facilitate trainings. In addition, SPS will utilize PD already offered by SPS, SEA, WEA and Washington State Ethnic Studies Now. The list below is not exhaustive but is intended to capture the shared interests of both SPS and SEA. Recognizing that learning is an ongoing endeavor, PD may continue throughout the school year. A jointly developed addendum is included that provides context, purpose, and shared understanding for each of these topics below.

1. Staff will be provided professional development (PD) prior to the start of school for the purposes of:
 - a. Pedagogical practices and content for online/remote teaching
 - b. Blended learning
 - c. Use of District approved and supported technology platforms (including basic “101” trainings for accessing online resources).
 - d. Social Emotional Learning strategies
 - e. Trauma-informed and culturally responsive/antiracist SEL instruction and support
 - f. Liberation through Anti-Racist practices
 - g. Targeted Universalism
 - h. Inclusionary practices for students with special needs
 - i. Training on implementation of accommodations within online learning tools
 - j. Ethnic studies provided in combination with SPS educator designed/led PD, WA Ethnic Studies now, and the Ethnic Studies and DREA departments
 - k. Black studies and STI
 - l. Culturally responsive content and methods for teaching in remote settings
 - m. Family engagement strategies including:
 - n. Communicating with families with linguistic diversity, and
 - o. Supporting students and families with access to virtual/remote learning
 - p. Inquiry-based learning and remote planning support for PLCs
 - q. Specific area content PD; role specific to specialists and Special Education
 - r. ESA supports and expectations
 - s. Differentiation in an online/remote instructional model
 - t. SAEOP support/cross training
 - u. Online safety for staff and students; digital citizenship
 - v. Health and Safety to help mitigate, minimize, and monitor the spread of COVID-19.
 - w. Educators will also be trained in anti-bias communication skills and safety against online hate speech to support anti-racist instruction.
2. Staff who qualify for 32 hours of technology time will be asked to complete 8 hours of time prior to September 11, 2020, to attend virtual technology PD provided by the District on technology platforms and tools that are supported by the District. Staff will choose from a menu of options that outline various modules dedicated to supporting

teachers' capacity, skills, and knowledge in technology proficiency. Courses will be accessed through Schoology.

3. Paraprofessionals who have already completed their 14 hours required for the Fundamental Course of Study will be able to access up to 8 additional hours of District directed professional development to be used for technology training on District supported tools and platforms. Paraprofessionals may be allowed to access their PD Training Credit (64 hours) and their Extra Time (8 days based on their hours/FTE) from 20-21 prior to September 1st in order to attend any of the building or District-directed TRI days that are not already included in their paid work year calendar. These will count for credit in the 20-21 school year. Any of the 2019-2020 PD hours used prior to August 31st will count for credit in the 2019-2020 school year. All paraprofessionals will attend the August 31st District-directed TRI day on Racial Equity. This will be an additional 6 hours of paid PD time.
4. Building-based SAEOPs will be able to access up to 8 additional hours of District directed professional development to be used for technology training on District supported tools and platform. SAEOPs may be allowed to access their PD hours from 20-21 prior to the start of the school year in order to attend any of the building or District-directed TRI days that are not already included in their paid work year calendar. All SAEOPs will attend the August 31st District-directed TRI day on Racial Equity. This will be an additional 6 hours of paid PD time.
5. Substitute Professional Development:
 - a. Substitutes hired into long term positions (16 days+) for start of fall 2020, will participate in all TRI/Waiver days (August 27-September 3).
 - b. Any substitute hired into a long-term assignment (16 days+), which begins after the start of the school year, will be entitled to 12 hours of professional development extra time to support remote instruction.
 - c. Substitutes who worked at least 400 hours in Seattle Public Schools in the 2019-2020 school year will be entitled to 12 hours of paid professional development. At least 6 of those hours must be for technology training on District-supported tools and platforms and may include job shadowing educators who they are subbing for, if mutually agreed upon by the substitute and educator. Six (6) hours must be used to attend the District TRI day on Racial Equity and Liberation through Anti-Racist Practices held on August 31st.
 - d. All substitutes will be allowed to, on their own time, access the District TRI and waiver days in addition to other District PD to improve their practice.
 - e. Substitutes who did not initially qualify for 12-hours paid PD may attend the August 31 District TRI day and may take 6 hours of technology training (which

may include job shadowing) on their own time. They will be reimbursed for their time, up to 12 hours, after working 200 hours in the 20-21 school year.

- f. Substitutes new to the District will receive 4 hours of PD for orientation and technology support. This should include how to access basic resources (Frontline, district email etc.), implicit bias training, and accessing learning platforms. They will have the additional opportunity to be paid for up to 12 completed hours of paid PD after working 200 hours as specified above in 5e.
 - g. The Substitutes, SAEOPs, and Paraprofessional PD advisory committee agree to meet before September 30, 2020 to determine additional opportunities for substitutes to access professional development related to the online learning environment.
6. In addition, the District and the Association will ask OSPI for two student waiver days for the purposes of District-Directed professional development on September 2nd and 3rd, 2020. A comprehensive professional development plan can be implemented with the topics listed above. These will be done in partnership with SEA. The first student day would be Friday, September 4, 2020. September 4-11 would be considered a “Strong Start” with 2 hours of virtual instruction/support dedicated to SEL and well-being, 2 hours of PD time, and 2 hours of common planning, IEP meeting time, and family connection time.

The chart below is illustrative of the language above.

Date	Purpose	Additional Notes
Prior to September 11, 2020	Complete 8 hours of tech time to attend/engage in technology training related to District approved and supported technology platforms and tools needed for remote instruction.	Cert CBA Article IV, Section F
August 27, 2020	Building-Directed PD/collaboration	Cert CBA Article II, Section B.1, Para CBA Article II, Section B.2, SAEOP CBA Article II, Section B.2
August 28, 2020	Building-Directed PD/collaboration	Cert CBA Article II, Section B.1, Para CBA Article II, Section B.2, SAEOP CBA Article II, Section B.2
August 31, 2020	SPS District-Directed TRI on Racial Equity and Liberation through Anti-Racist in; focus on SEL	All paraeducators and SAEOPs paid to attend (an additional 6 hours) Cert CBA Article II, Section B.3, Para CBA Article II, Section B.4, SAEOP CBA Article II, Section B.4

September 1, 2020	Building business and classroom/worksite preparation (health and safety training)	Cert CBA Article II, Section B.2, Para CBA Article II, Section B.3, SAEOP CBA Article II, Section B.3
September 2, 2020	District-Directed WAIVER DAY District-Directed PD/collaboration	Requires OSPI Waiver of 180 days
September 3, 2020	District -Directed WAIVER Day District-Directed PD/collaboration	Requires OSPI Waiver of 180 days
September 4-11, 2020 “Strong Start” Schedule	First student day 2 hours of student instruction/support for SEL and wellbeing +1 hour of District/Principal Directed PD +1 hour of Building Directed PD +2 hours of common planning/IEP meeting/family connection time	NEW In order to comply with 1027 hours of instruction per state RCW, students would be given supplemental learning activities to make up for the lost instructional time. Learning activities can be SEL or related to family connections.
September 14, 2020	Full start	Students will follow master schedule.

FAMILY ENGAGEMENT

The District and Association agree that a rigorous and effective remote learning program requires additional supports for students and families to ensure their engagement and success. The supports will address the diverse needs and challenges families and students face in accessing remote instruction. As such, the District and the Association agree on the following:

1. Buildings will create and implement a pick up and/or delivery system for the distribution of school supplies, curricular materials and the necessary technology, to include mailing if necessary, which will be coordinated by school buildings/programs, and the system communicated to all itinerant/building staff and students/families and will include volunteers willing to do deliveries. All extra time provisions outlined in the collective bargaining agreement will continued to be followed.
2. Student devices necessary to access remote instruction will be allocated by the district for each student K-12. Educators will confirm with each student on their ability to access district applications during the “strong start” in September.

3. Educators will work to create and implement a clear, consistent process for communication with families and staff.
4. The District will provide appropriate level of technology support to students and families. Interpretation support will be provided.
5. Each building will implement a clear, consistent process for communication, to include current school-based structures prioritizing communication working in conjunction with counselors, social workers, family support workers, and student family advocate workers, for students that need additional supports.

TECHNOLOGY EQUIPMENT AND SUPPORT FOR EDUCATORS

1. SPS will provide educators with a laptop equipped with District approved software
2. All educators will provide content and delivery using district identified and approved technology platforms and tools.
3. Educators will not be recorded by SPS through virtual meeting platforms without their explicit permission.
4. The District will ensure its technology platforms and hardware and software are accessible for students, families, and staff who require interpretation or accommodation (ex: closed/live captioning).
5. All student contact will only be supported via District approved software and equipment.

SOCIAL EMOTIONAL LEARNING/STRATEGIES (SEL) AND DIGITAL CITIZENSHIP

The District and Association recognize social emotional learning strategies are an urgent and central need for students, families and staff in response to the shared collective trauma of a dual pandemic, and the guidelines below are meant as a first step in integrating these strategies into the instructional and social fabric of school communities.

Social Emotional Learning skills will be explicitly taught, integrated with academic instruction, practiced by staff and demonstrated organizationally so that everyone feels welcome, safe, and known as valued members of SPS communities. Professional development will be offered to support SEL and well-being during the District-directed Waiver day (September 2 or 3) as well as continually throughout the school year.

1. All SEL/Digital Citizenship PD and supports will be trauma-informed and include culturally responsive/antiracist SEL instruction and support with input from DREA and CRE.
2. All SEL/ Digital Citizenship PD will be differentiated by content, grade levels (PK-21), and needs.
3. The district will provide training, materials, and supports to enable all SEA represented employees to:
 - a. Understand and provide remote SEL strategies to students.
 - b. Appropriately provide and manage safe, inclusive and welcoming online learning for students while suppressing unsafe digital interactions.
 - c. Recognize and respond to students who may engage in unsafe digital interactions in a way that is least disruptive to the student-school relationship, maximizes instructional time, and reduces out of instruction consequences. The focus will be on addressing unsafe digital interactions through a restorative lens of racial equity and anti-racism.
 - i. When a student has engaged in unsafe digital interactions, the school-based administration will utilize the district approved Discipline Matrix Guide for Administrators which recognizes the disproportionate impacts of disciplinary responses on students furthest from educational justice.
4. The district will make accessible the current policies and procedures that pertain to maintaining professional staff and student boundaries. The district will provide further guidance and support on what is effective and encouraged as well as what is ineffective or inappropriate.

STUDENT AND STAFF HEALTH PRECAUTIONS

The District has recommended a remote model of instruction for the start of school this fall 2020. Even in a remote model, the District will provide direct services to some students and families. On-site work critical to meet an essential student or business need will be determined by the Superintendent. For work which cannot be conducted remotely, staff will continue to report to work to fulfill their roles and responsibilities. The District will follow all local, state and federal health and safety guidelines to ensure employees' safety. The District will provide safety measures as outlined in this proposal. The following are guided by current OSPI guidelines, which include DOH and L&I, along with Public Health Seattle & King County requirements. The District and Association agree these guidelines may change and need to be revisited periodically.

In consultation with Public Health – Seattle & King County, SPS will continue to monitor COVID-19 transmission data. SPS will utilize DOH's K-12 Schools – Fall 2020-21 Guidance and accompanying K-12 Decision Tree to help inform decisions about how and when to return to in-person instruction.

Prior to resuming any in-person instruction or services, the student and staff Health and Safety precautions outlined in this agreement will be in place.

A joint SPS/SEA workgroup (8 members – 4 SPS/4 SEA) will be established for the purpose of reviewing Public Health – Seattle & King County COVID-19 health data and utilizing the decision tree to make informed recommendations to the decision makers in SPS about changes to in-person instruction and services

Reopener language in this agreement would be triggered if changes to in-person instruction are made.

HEALTH AND SAFETY

Seattle Public Schools will follow all Public Health guidelines, including any state and public health decision frameworks and processes for K-12 reopening of schools during the COVID-19 pandemic.

1. Additional health and safety protocols in the following areas will be implemented:
 - a. Cloth face coverings: Staff, students, volunteers, and building visitors shall wear face coverings in accordance with state and local health guidelines.
 - b. The District shall provide face coverings for all employees and students.
 - c. Employees may choose to provide their own face coverings.
 - d. Employees working with students who cannot wear a face covering shall be provided appropriate personal protective equipment (PPE).
 - e. PPE will be distributed related to job/task. Training on how to wear appropriate PPE will be provided. PPE such as face coverings/masks, gloves, goggles, face shields, and disposable/cloth gowns will be made available to staff and distributed according to the activity/task performed.
 - f. Appropriate PPE will be made available to staff who provide assistance to students who have special needs.
 - g. Appropriate PPE will be made available to itinerant staff at each worksite.

2. Health Screenings: Prior to entering any school facility, students and employees will be screened for COVID-19 in accordance with Public Health and Safety guidelines. Policies will be drafted for daily reporting. Daily screening processes will be put in place to screen for symptoms of COVID-19. A no contact thermometer will be available at each work site. Attestation must be completed by all persons entering the work site.

3. Physical Distancing: Capacity for students and staff in any facility and/or classroom shall be limited by physical distancing requirements outlined by Public Health. Face coverings must be worn at all times (in accordance with above) and staff must remain 6 feet apart. No in-person meetings will be held at the worksite.
4. Hygiene practices: The district shall provide adequate facilities and supplies for hand hygiene as required by Public Health guidelines. The District will provide information and training on handwashing, cover cough/sneezes. Staff will be provided the Seattle Public Schools Health and Safety Guidance Protocols for 2020-2021.
5. Protocols: Health and Safety protocols will be clearly communicated and provided to the Association prior to employees returning to on-site work. Health and Safety protocols include, but are not limited to, the following topics:
 - a. Health screening (attestation, instructions about temperature taking, when to stay home/seek medical attention)
 - b. Responding to student or staff with COVID-19 symptoms (communication plan, isolation and supervision of student)
 - c. District exposure plan (response and communication system)
 - d. Building access points and traffic patterns (process and signage)
 - e. Personal Protective Equipment (availability and access of PPE required for employee's assignment and alternative PPE or equipment required to accommodate staff or student disabilities) and Environmental Modifications (per L&I)
 - f. Health hygiene (expectations and use for hand washing and use of sanitizer)
 - g. Cleaning and disinfecting protocols, including protocols for cleaning between student or staff use of shared spaces (schedule, staff access to supplies, instructions for safe and correct use and storage of products)
 - h. Use of shared spaces (restrooms, classrooms, offices), shared equipment (copy machine), and shared teaching materials
 - i. Physical distancing (cohort, classroom space, traffic patterns, hallways)
 - j. Ventilation (maximum occupancy and air quality standards for room/workspace, outdoor air ventilation)
 - k. Special Education protocols for in-person instruction (PPE, adaptive PPE, clear protective barriers, shared spaces, cleaning/disinfections and use of equipment, toileting/diapering)
6. Cleaning: Cleaning and disinfecting protocols will follow CDC, DOH, and Public Health guidelines. These protocols will include cleaning and disinfecting of high touch surfaces, daily cleaning for classrooms (if children are present). Staff will have access to approved cleaning and disinfecting products, with instructions for use, for cleaning of items such as desktops, keyboards, phones, or other office

equipment or tools before and after use. Hand sanitizer will be placed in each workspace. Cleaning protocols will be outlined in health and safety protocols.

7. Indoor Air: The District will ensure HVAC systems, air handling equipment, and other mitigation strategies are monitored, routinely maintained, promptly repaired, and comply with American Society of Heating, Refrigeration, and Air-Conditioning Engineers (ASHRAE), Department of Labor and Industries, and Health Department requirements to ensure proper fresh air supply, filtration and circulation to help prevent the spread of the COVID virus. Employee concerns about indoor air quality will be categorized as high priority by the District's Work Management System and may be raised again as the number of occupants present increases. Employees will have the option of another previously assessed room/office until the assessment is complete. The District will share the results of any air quality analysis with the Association.
8. Protocols for identification of symptoms, how to respond if there are symptoms associated with COVID-19, and when there are any confirmed cases of COVID-19 at the worksite, including internal SPS contact tracing, will be developed.
9. Communication and trainings will be developed and provided for all staff on all of the bulleted points in order to prevent transmission and limit any spread of Coronavirus. Staff will receive training on the following:
 - Health and safety protocols
 - Information about COVID-19 and how to prevent transmission of the virus
 - Role of COVID Supervisor, COVID Central Command Center, and Central Point of Contact (POC)
 - How to screen for COVID-19 symptoms
 - Physical distancing, handwashing, and cloth face coverings
 - Appropriate use and wearing of PPE
 - Importance of frequent cleaning and hand washing
 - What to do if someone develops symptoms of COVID-19
10. Each building will have a designated COVID Site Supervisor whose responsibilities include monitoring the district's safety plan, coordinating with central office, and making available adequate supplies. SEA members cannot be compelled to take on the role of COVID Site Supervisor.
11. Determinations for In-Person Special Education Services Provision of In-Person Services:
 - a. When determining, the need for in-person supports, IEP teams will meet remotely to decide when and if any in-person services are needed. Teams will review data to determine if the student requires in-person services to make meaningful progress on their IEP goals and determine how in-person services can be provided safely and in compliance with health guidelines. Consideration of further data collection may be necessary. If

additional data collection is needed, staff will continue progress monitoring and will provide increased opportunities to build-in remote supports (small groups, accommodations, modifications).

- b. The school nurse will attend IEP team meetings when a student is being assessed for in-person services and inform the teams on the health and safety guidelines. If a school nurse cannot attend, the team will consult with a district Health Services professional.
- c. Case manager may request a Special Education Regional and/or ESA Supervisor and/or Special Education Program Specialist, be available to attend the IEP meeting where in person services are considered.
- d. Staff will have input on the space available to be used for in-person learning. Staff will be provided consistent designated space sufficient for the work expectations to limit cross contamination and exposure. Itinerant staff will work with their building administration to designate that safe space.

12. Provision of In-Person Special Education Services and Evaluations/ Assessments:

- a. Special education evaluations/assessments will be conducted remotely unless the evaluating ESA and/or evaluating team determines that an in-person evaluation/assessment is necessary. If conducted in-person, it will be conducted by appointment only and will follow Health and Safety Protocols while the District is providing remote learning.
- b. Hearing Screenings + Audiology: Specialized equipment is required for hearing screening by Audiology, and these services will be provided when in-person services are determined necessary by the provider. The District sound booth will be used when necessary for testing accuracy, following Health and Safety Protocols.
- c. During remote learning, special education services will be conducted in-person by scheduled services for students requiring in-person services and must follow Health and Safety Protocols and IEP process, as outlined in 11(a).
- d. Staff will be provided adequate space for testing and treatment for in-person services provided during remote learning.
- e. The District will communicate guidelines around remote special education and in-person services to parents to explain district policy / procedure around in-person services / in-person evaluation to families, students, and community members. The District guidelines will use a racial equity lens and center anti-racism and not be anti-Black in practice.

- f. Communication will be provided by the district around the provision of speech therapy in the remote setting and be provided to families before the start of remote learning and in person services.
- g. Any training for families on use of mobility or positional equipment (ex: gait trainer, stander) will occur at the building by scheduled session. Other specific large equipment needs will be addressed on a case-by-case basis.
- h. For any workload impacts of the provision of the remote learning model for non-Special Education staff with essential and non-essential work in buildings, SEA members will have a conversation with their administrator to discuss workload impacts as per the CBA and this MOU.

EDUCATOR EXPECTATIONS

Seattle School District No. 1 (“District”) and Seattle Education Association (“SEA or “Association”) share an interest in healthy school communities and want to respond as quickly and collaboratively as possible to navigate the public health emergency related to the COVID-19 coronavirus.

It is the duty of the District to provide a safe and equitable learning and working environment for all students and staff. The District and Association have come together as partners in the midst of the current COVID-19 crisis to protect employees and serve the critical needs of students as follows:

1. The District and Association recognize the varied and complex needs of staff in order to effectively perform duties. The District and Association’s ultimate goal is to protect the health and safety of students and staff. Even during a remote instructional model, staff will be expected to support students’ instructional needs in accordance with Individualized Education Plans (which may include in-person support). It is understood that as the health situation evolves, work may evolve and require flexibility from all parties. Staff and District are expected to adhere to the Collective Bargaining Agreement and all basic responsibilities as outlined in the CBA.
2. Basic Responsibilities: Educators will continue to fulfill their basic responsibilities for compensation as outlined in Article IV of the Collective Bargaining Agreement (certificated, SAEOP, and Paraprofessional). Employees will perform duties consistent with their job description, except for alternative assignments as outlined in this proposal.

3. Employees who have split FTE, or less than 1.0, will collaborate with their administrators to ensure employee work responsibilities, including meetings, will reflect the proportion of FTE allocated to that building or worksite.
4. The District shall determine which work is essential and needs to be conducted on-site. These duties shall be work that is required to maintain basic operations of the district, or on-site work critical to meet an essential student or business need. The District will develop a list of “essential” employees who may be needed to conduct some of their duties on-site.
5. Employees who perform essential duties may be required to report to work for duties that are unable to be completed remotely as directed by the Superintendent or her designee for each divisional area (Chiefs). The District will follow all local, state, and federal guidelines to ensure employees’ health and safety. Accommodations to this requirement are outlined in the section below (Leaves/Accommodations).
6. After the superintendent determines which work is essential, the employee who performs essential duties and their building or program administrator will have the opportunity to collaboratively develop and review a plan for how the essential duties would be completed pursuant to health and safety protocols in this agreement.
7. Employees who have work that has not been deemed “essential” (conducted on-site) may choose to be on-site for planning/preparation and delivering remote instruction. A schedule for all on-site work will be developed to ensure social distancing and all other health guidelines can be met. District training for a safe re-entering of the building will occur prior to the start of school.
8. Anyone entering a district building must follow all health and safety protocols as contained in this agreement.
9. The duties associated with school activities not covered by current stipend positions such as materials distribution and maintenance of equipment shall be divided equally among all employees in a building. In cases when it cannot be divided equally, distribution of materials and maintenance of equipment shall require flexibility of scheduling.
10. Additional Covid-19 Remote Learning Expectations:
 - a. Post expectations to students and families via the learning management system about the instructional plan for the week, including learning objectives, required activities, assignments, links to resources, and assessments, along with any associated due dates.

- b. Respond to all family and student communications within 48 hours during business days, when possible, with the understanding that interpreter involvement may take longer. Educators serving multiple buildings will communicate the parameters and expectations for their communication standards with students and families. When designating a single point of contact for students and families, the additional time required to ensure effective communication with multilingual families should be taken into account to ensure an equitable workload.
11. District approved learning management systems will be used to archive lessons and other activities for students to access at a later time. When introducing new material, staff will, when possible, use screenshots, video recordings or online lessons to increase equitable access to instruction.
- a. Lessons may be pre-created or pre-recorded
 - b. Recordings will be maintained for ongoing use through the remainder of the school year
 - c. Recordings may be submitted as artifacts for the purposes of evaluations but will not be used as observations for performance evaluation unless requested by the educator.
 - d. Lessons with students may be recorded in compliance following the district policies (e.g. FERPA, video release forms etc.). Lessons may be created with collaboration amongst colleagues.
 - e. Educators will use professional judgement to determine which videos to post for asynchronous instruction or to be accessed at a later time.
 - f. Monitor student participation in activities, grade assignments and assessments, and provide timely feedback on work submitted by students. Communicate with families about student progress.
 - g. For students who need additional support or enrichment, identify appropriate activities and assignments to the greatest extent possible.

CERTIFICATED STAFF (INCLUDING ALL SPECIALISTS)

1. All full-time certificated teaching staff and specialists will work their 7.5-hour day following these requirements Monday – Friday, with 75-minute early release on Wednesdays. Provisions for Article IV, Provisions for Compensation and Work Hours, Cert CBA, Employment Provisions, SAEOP and Para CBAs continue to apply, unless expressly outlined in this agreement.
2. Certificated classroom teachers in the secondary setting (middle and high), will provide instruction across a minimum of three and maximum of four instructional periods a day on an A/B schedule Mondays, Tuesdays, Thursdays and Fridays. Instructional periods will provide synchronous and asynchronous instruction. The teacher is available during these instructional periods through one of the LMS platforms or by phone. Teachers will provide a minimum of 2 synchronous sessions for each class period during the week and a combination of

asynchronous and small group instruction based on student need to cover the priority standards for the course. Secondary classroom teachers will provide student check-in/community building/SEL support on Wednesdays for a minimum of 35 minutes. Additionally, buildings will determine a Wednesday schedule that allows for live, differentiated small group instructional support and additional family connections.

3. Certificated classroom teacher in the elementary setting will provide the following instruction in a remote learning model. Each instructional period will be a combination of whole class, synchronous learning, and small group synchronous learning, and asynchronous learning. The teacher is available to students for during the instructional period through one of the LMS platforms or by phone.
 - I. Check-in/community building 30 minutes five (5) times per week
 - II. Instructional period 1 (ELA) 60 minutes five (5) times per week
 - III. Instructional period 2 (Math) 60 minutes four (4) times per week
 - IV. Instructional period 3 (Social Studies/Science/STI) 30 minutes four (4) times per week
 - V. Small group support 60 minutes five (5) times per week (determined by school)
 - VI. Family connection 30 minutes five (5) times per week

EDUCATOR EXPECTATIONS - OTHER ROLES

1. ELL Teachers:
 - a. Current staffing allocations will remain across the district until ELPA placement testing can resume.
 - b. Follow the same work expectations of a general education teacher.
 - c. In coordination with classroom teachers and other staff serving English learners, respond to email and other communication from families on their designated point of contact list.
 - d. Encourage the use of all domains of language, but particularly Listening and Speaking – in the language used at home.
 - e. Collaborate with classroom teachers to the degree possible on ensuring Tier 1 instruction is accessible to EL's in the content areas embedding Language standards. Co- design, co-deliver lessons and/or provide small group instruction as appropriate.
 - f. Use formative assessment strategies to check on student learning and provide feedback to students.

- g. Collaborate with IA about how to best support families and students.
 - h. ELD teachers teaching sheltered classes (BOC, Secondary ELL Content Classes) will perform duties such as:
 - i. Connect with your students to communicate the learning targets and activities in addition to providing instruction.
 - ii. Hold regular and scheduled time for students and families to ask “live” questions.
 - iii. Design assignments that teach the most critical ELP and content area standards using district adopted and/or teacher generated materials.
 - i. ELD teachers who coteach or support mainstream will perform duties such as:
 - i. Coordinate with classroom teachers and Bilingual Instructional Assistants to streamline communication with EL students and families
 - ii. Collaborate with classroom teachers to address English language development needs of EL students in content areas
 - j. EL teachers will do duties within their job description such as meeting state/federal compliance requirements
2. DLI Teachers:
- a. The district will provide curriculum materials in the target language or the funds to purchase them when aligned to the school allocation plan. When district provided curriculum materials are unavailable in the target language, the International Education Administrator will work with classified or certificated members to identify materials and the district will compensate classified or certificated members to translate the content.
3. Pre-School/Kindergarten Teachers:
- a. Schedule Family Connection visits (virtual) throughout first week of school (9/4 through 9/11)
4. Kindergarten Teachers: OSPI is requiring teachers to assess (remotely) Kindergarten students on all of the [WaKIDS Objectives of Learning & Development](#) by November 13.
5. Counselors & Social Workers:
- a. The district and SEA recognize that school counselors and school social workers are two distinct professions with many overlapping roles and responsibilities.

- b. The purpose and role of a school counselor is to provide integral supports and services that address the academic, career, and social/emotional development of all students. The purpose and role of a school social worker is to provide an integral link between school, home, and community in helping students achieve academic and social success. Counselors are also an important link between school, home, and community. Social workers also provide supports and services that address the development of all students.
- c. School counselors will follow the ethical guidelines of ASCA (American School Counselor Association).
- d. All counselors will have the option and ability to create a course on the District approved learning management platform that is accessible to all students within their school or program.
- e. School counselors should provide and engage in:
 - SEL instruction and supports that may include small group or whole class instruction and supports.
 - Academic study skills lessons that may include individual, small group or whole class instruction and supports.
 - College and career readiness lessons that include, but not limited to small group or whole class instruction and supports, instruction using district provided lessons that support the high school and beyond plan for all secondary students, one parent workshop for grades K-10 that will focus on paying for college and basic college knowledge, one parent workshop for grades 11-12 that will focus on college, small group interventions to support College Bound scholarship sign ups, small group tier 2 interventions for AAMM seniors with HSBP completion and post-secondary plans;
 - Family consultation (given health and safety guidelines/protocols are for 100% virtual/remote setting).
 - Classroom support.
 - Schoolwide assemblies.
 - Agency consultation on behalf of students and families.
 - Facilitating referrals.
 - Advisory/homeroom support.
 - Counseling program evaluation, data capturing and results reports, professional development with SPS district staff, graduation auditing, registration and transition support.
 - Collaborate with administrators, parents, families, other educators and IEP team members.
 - Crisis prevention and planning to address trauma, grief, basic needs, anxiety, other mental health challenges, racism, community

trauma, poverty, economic hardship, homelessness, and physical health, to provide systemic, preventative measures to prepare for return to any in person learning.

- f. School social workers will follow the ethical guidelines of SSWAA (School Social Work Association of America).
 - g. School social workers will have the option and ability to create a course on the District approved learning management platform that is accessible to all students within their school or program.
 - h. School social workers should provide and engage in:
 - Individual counseling (given health and safety guidelines/protocols are for 100% virtual/remote setting).
 - Small group intervention (given health and safety guidelines/protocols are for 100% virtual/remote setting).
 - Whole class teaching.
 - Collaboration with administrators, parents, families, other educators and IEP team members.
 - Family consultation (given health and safety guidelines/protocols are for 100% virtual/remote setting).
 - Classroom support.
 - Agency consultation on behalf of students and families.
 - Facilitating referrals.
 - Advisory/homeroom support.
 - Documenting services, capturing data and outcomes and participating in professional development with district staff, registration and transition support.
 - Crisis prevention and planning to address trauma, grief, basic needs, anxiety, other mental health challenges, racism, community trauma, poverty, economic hardship, homelessness, and physical health, to provide systemic, preventative measures to prepare for return to any in person learning.
6. Positions that Support Student/Family Needs (Paraeducators):
- Respond to staff and family emails and other communications.
 - Identify and connect with students and families.
 - Provide staff, students, and families referrals for basic needs and community resources.
 - Act as liaison for families when accessing and coordinating services from schools or outside partners to access the maximum amount of resources and provide linkages to students and families.
 - Conduct virtual home visits for all students/families on caseload and other students identified as needing a virtual home visit.

- Collaborate with building and district staff/teams to provide comprehensive and coordinated care to students and families.
- Support family in crisis, including housing insecurity
- Advocate on behalf of families.

7. Librarian:

- Continue to build a reading culture through book groups, readers advocacy and continued school-wide programs and support the reading lives of SPS students
- Manage and maintain the library's collection as a reflection of the diverse needs of their community.
- Use a digital classroom to provide activities and resources for students and families
- Design and deliver SEL, digital citizenship, and literacy lessons, including online databases for students, differentiated by grade level and/or content area.
- Offer enrichment opportunities for students and families.
- Provide focused activities specific to grade band, or content area that are aligned with SPS Priority standards.
- Organize a check out system for library materials during remote model prioritizing access for students furthest from educational justice through multiple delivery models.
- Provide read-alouds, lead book groups, actively engage in reader's advocacy, and plan/promote school-wide reading programs/activities
- Will collaborate with other building staff to provide student and family training on accessing digital media and resources available both in district and online.
- Will collaborate with other building staff to provide technology assistance to teachers, parents, and students.
- Per contract five (5) additional days per school shall be made available for the academic year at per diem rate to be used in the opening and closing of the facilities and services. One (1) or two (2) of the available days may be utilized during winter or spring vacation to complete tasks that cannot be carried out during the school year.

8. Specialist (Music, PE, Art, etc.):

- Elementary Specialist will follow the same synchronous and asynchronous instructional expectations and schedule as classroom/homeroom teachers.
- Working with BLT to ensure all students in all grade levels have access to the existing programming at each elementary school (such as the arts, library, and physical education programs)
- Work with grade level teacher to include specialist content materials/activities in the classroom
- Respond to family and staff emails and other communications
- Adhere to basic responsibilities as outlined above for all certificated staff.

9. Interventionist:

- Collaborate with classroom teachers and other support staff, including counselors and social workers, to coordinate Tier 2 instruction for students (both students approaching standards and above standards receiving intervention during the regular school day)
- Provide synchronous and asynchronous instruction throughout the day in collaboration with classroom teachers and other support staff.
- Pre-record lessons to be accessed in the District approved Learning Management Systems.
- Work with classroom teachers to support students receiving tiered supports
- Review scope of duties with your school leader(s)
- Respond to family and staff emails and other communications
- Implement, support and monitor student support plans ensuring that student and family are contacted through multiple modalities
- Utilize district and community resources and partners to help ensure student and family basic, education, social emotional, mental and health needs are met.

10. School Nurses:

- Promote student immunization compliance in accordance with WA State Immunization laws. Review WAIS reports and communicate with families. Prioritize McKinney-Vento, foster, over 19, and Running Start students. Coordinate with SBHC or community partners.
- Promote flu vaccine for staff and students. Participate in Seattle Visiting Nurse Flu clinics (Sept-Nov).
- Promote flu vaccine to staff and students via staff communication (emails/newsletters). Identify and target students in schools who are at high risk due to health conditions.
- Educate staff, students, and families about COVID-19. Provide resources for free testing, including SCAN testing and Seattle Flu Study. Support contact tracing at direction of Public Health. Standardized resources will be made available to nurses.
- Perform mandated vision/hearing screenings in accordance with WA State laws and the health and safety protocols contained in this agreement. While in a remote model, school nurses will not be expected to perform vision and hearing screenings in the home, schools, or community-based settings.
- A nurse will complete vision and hearing screenings onsite for special education evaluations being completed as determined by the evaluating team.
- Nurses may, but are not required to, flex their schedule to best meet the needs of students.
- Assist with connecting families to vision and hearing services if a concern is expressed or identified.
- Support student attendance. May include assisting attendance secretary to contact families when student is absent with COVID-19 like symptoms. Provide follow up for students with symptoms related to COVID, refer to health care provider or SBHC, and provide resources for free COVID testing.
- Participate in virtual building team meetings such as IEP, 504, MTSS, and Crisis Intervention meetings.
- School nurses, through their PLT process, may expand their scope of work performed while in a 100% remote phase to more fully support the needs of students.

EDUCATOR EXPECTATIONS – SPECIAL EDUCATION

In addition to what is outlined in Section VIII “Educator Expectations” above, specific roles may require the following expectations in a remote instructional environment.

1. Plan synchronous and asynchronous student services in accordance with the CBA (including engaging lessons and/or support students, accommodations, modifications, and small group or individual instruction)
2. Meet and/or communicate with IEP team members and families in order to provide learning supports (ex: office hours)
3. Following ongoing IEP guidance, and current CBA language, design and provide small group, 1:1 and consultation services that are aligned with IEP Goals.
4. Will collaborate with general education teachers and IAs, and related service providers, to provide SDI through co-teaching, and push in/small group support, and to support student learning
5. Develop IEPs and conduct IEP Meetings, including reviewing students’ progress following the spring Covid-19 closure. Amend IEPs, as needed, to adjust services and matrices /accommodations/modifications for remote learning, if required by OSPI standards
6. Monitor goal progress following guidelines provided by district, with ongoing data collection and issue progress reporting to families following schedule outlined in CBA and MOU.
7. Support paraeducators in engaging students in the provision of special education services, including collaborating with paraeducators on scheduling their time with individual students and/or small groups.
8. Certificated Special Education staff will receive an increased \$3000 stipend during the COVID event to compensate staff for additional COVID-related paperwork (in lieu of the \$2500 stipend in the CBA). Certificated special education case managers with caseloads of 18 or more will be given an additional \$500 as part of their stipend. Stipends will continue to be paid per CBA timeline (2x yearly).
9. Special Education staff will receive their full stipend during the COVID event
10. Special education certificated staff may, but are not required to, flex their schedule to best meet the students’ and families’ needs.

11. District will provide materials, professional development/trainings, tools for data collection and equipment to implement students' IEPs. Sensory disability materials and training will be included (ex: Braille displays, large print, continuous closed captioning). All trainings will be accessible.
12. Reasonable time will be provided for the completion of COVID related paperwork for certificated special education staff. Significantly overdue paperwork will trigger a conversation with team lead or program specialist for check in and supports. No penalties will be leveraged against stipends due to non-compliance of COVID related paperwork.
13. Any staff required to work in-person services and remotely simultaneously will have a conversation between the administrator and staff to discuss workload impact on the educator. Workload mitigation for staff providing in person services and/or online services will go to SPED joint labor management workgroup. SPED JLM will start no later than Oct 15.
14. See SPS/SEA Jointly Written Special Education Communication for additional details, including a plan and locations for the provision of special education services.

ESAs (including School Psychologists, Audiologists, Speech Language Pathologists/Therapists, Occupational Therapists, Physical Therapists).

1. Design and provide small group, 1:1, and consultation services that are aligned with IEP services
2. Develop IEPs and conduct IEP Meetings following IEP guidance provided by the district, when required by provider responsibilities as outlined in the CBA
3. Monitor goal progress following guidelines provided by the district, with ongoing data collection and issue progress reporting to families following schedule outlined in CBA and MOU
4. Collaborate with the IEP team including families, related service providers, instructional assistants, general education educators, and SPED team members to support student learning, including the development and implementation of treatment plans as related to student IEP
5. Itinerant ESAs will collaborate with IEP/SPED teams to develop communication plan for families / student

6. School Psychologists can, but are not required to, collaborate with Case Managers, related service providers, IEP team members, students, parents and community members to provide additional supports, services for students and families as needed, as current FTE caseload allows
7. Collaborate and/or check-in with Case Managers and document evaluation/reevaluation needs and plans, and complete student evaluations for special education services, as required per discipline in the CBA
8. School psychologists and ESAs who complete evaluations and additional assessment revisions that were delayed due to COVID related closure in Spring 2020 will receive compensation at their per diem rate for hours worked beyond their workday. This will be documented through ESS portal for extra time.
9. ESAs will be provided guidance on remote service delivery, including online service delivery, documentation, best practices, writing and completing evaluations, and consent (if needed) for online learning. Guidance will be developed with SEA member input
10. Materials, professional development/trainings and equipment, including online learning and therapy materials, headsets for SLPs, and online assessment protocols for completion of evaluations, and delivery of services, will be provided by the District
11. SPS will provide additional SLP staffing for the first 6 weeks of the 2020-21 school year with a goal of meeting the current contract caseload for SLPs and meeting required IEP services. If caseload average is not met after 6 weeks, SPS will provide additional staffing until caseload average is met.
12. If requested, or if an SLP is unable to meet the required IEP minutes on their caseload, a conversation between the administrator and staff will be held to discuss workload impact on the educator. SLP, team lead, school-based admin, and ESA supervisor will collaborate on a mutually agreed upon plan for relieving workload impact on educator. By October 15, 2020, SLPs will meet with the ESA supervisor and Team Lead to discuss case load and determine if staffing should continue or other mitigation is necessary (e.g. overage pay, additional FTE, SLPA supports)
13. With advanced approval from the ESA Supervisor, SLPs will be compensated at their per diem rate for hours worked beyond their workday, up to a maximum of 24 hours per SLP for the duration of this agreement, with additional hours as authorized by Director of Special Education.

INSTRUCTIONAL ASSISTANTS (PARAEDUCATORS)

Paraeducators (PK-21) will support student/parent engagement by working with school staff to determine which families will be on their point of contact list. Work schedules will contain designated time for contact, in agreement with families' needs.

1. Check District emails and be available for phone calls during regular work hours.
2. Bilingual IAs will do duties such as, support student/family outreach and engagement
3. Communicate with teachers daily
4. Collaboration with educator peers through PLC/Job-A-Like activities
5. Connect with individual students to support completing tasks and accessing materials as possible
6. Instruct and support students according to the plans provided by the special education teacher(s).
7. Attend remote Building/Department Meetings as appropriate during regular work hours
8. Participate in classes with their classroom teacher to support student online learning
9. Assist certificated classroom staff in the identification/creation of appropriate academic and enrichment activities for students
10. Will participate in professional development PD activities relevant to their assignment (Fundamental Course of Study, Safe Schools, WEA, NEA, OSPI, PSESD, Paraeducator.com, etc.)
11. Bilingual IA's will do duties in their job description such as supporting instructional support through small group instruction
12. SPED IAs attend SPED meetings, including IEPs as appropriate during regular work hours
13. Bilingual IAs will do duties in their job description such as collaborating with the EL teachers and classroom teachers to support access to grade level curriculum
14. Bilingual IAs will provide duties in their job description such as direct support for students' language development and access to core content through small group instruction.

15. Bilingual IAs collaborate with teacher and staff to communicate to families with interpretation and translation supports

SAEOP WORK EXPECTATIONS DURING REMOTE INSTRUCTIONAL MODEL

SAEOPs acknowledge that they perform critical tasks for the district and that some tasks are unable to be done remotely, for this reason essential work that must be conducted on-site in order to meet a legitimate student or business need will continue to be performed. Office professionals will continue to fulfill their basic duties as outlined in their job descriptions. All employment provisions outlined in Article IV continue to apply.

The Superintendent and Board of Directors has determined that schools will open for the 2020-21 school year with a remote model, and school offices will need to remain open during school/business hours. While school doors and offices remain locked, the parties recognize that the SAEOPs role will require some on-site duties and have a primary role to support the day to day functions of the school and program/department offices. A schedule for on-site work will be created in collaboration with the building principal and office professional(s). As such, it is agreed:

1. In collaboration with the building principal and office professional(s), buildings will establish school-based office hours for which at least one office professional will be on-site during those hours. School-based office hours will be posted on school doors and website for families and community. In schools where there is only one office professional, SAEOPs will work with their principal to establish school-based office hours for a minimum of 20 hours per week.
2. A SAEOP schedule for on-site work will be established at each site to ensure tasks can be performed while implementing all health and safety and social distancing standards. An alternating schedule may be developed to minimize risk of exposure. Any work that can be completed remotely will be allowed to be conducted off-site.
3. All SAEOPs in a building/program/department will meet with their supervisor/principal on their start date to coordinate work distribution and daily schedules to ensure equitable workloads as outlined in Article IV, Section C.
4. To coordinate adjustments to this plan, SAEOPs will meet remotely as needed (at least weekly) to review workload and prioritize tasks. If tasks are being redistributed, the Principal/Supervisor will be notified in writing (email or printed copy of new workload management plan).
5. Where multiple SAEOPs share office space, the SAEOP team, in collaboration with the principal/supervisor, will develop a rotation schedule to

- ensure only one (1) SAEOP is working in the office at any time. Other SAEOPs will continue to work remotely on workload items agreed upon in the Workload Management plan.
6. SAEOPs in each building/program/department will meet with their Principal/Supervisor to establish a regularly scheduled day each week for SAEOPs to do critical work in the building/program/department that cannot be completed remotely. All safety protocols outlined in this agreement, including PPE and social distancing, will be followed.
 7. This on-site coverage schedule should be equitable for all SAEOPs in the building/program/departments.

SUBSTITUTE UTILIZATION DURING REMOTE INSTRUCTION

Substitutes are vital for the day-to-day functioning of Seattle schools. Utilization of Substitutes' will be modified for the 2020-2021 school year as follows:

1. Frontline Absence Management will be utilized to allow educators to connect with substitutes and substitutes to find work assignments for remote learning.
 - a. Schools will be encouraged to develop relationships with substitutes as extensions of their community.
2. The District will develop a guide and training modules for educators on how to access Frontline and request a substitute and how to provide access to technology platforms used during remote instruction. These materials will be completed by September 30, 2020.
3. The District and Association will jointly develop a set of templates that all educators will use when requesting a sub. The templates will include items such as lesson plan(s), basic information including links to meetings or other related tools that the sub will need to access to perform the job. Templates for certificated teachers and classroom paraprofessionals will be completed by September 30, 2020. Other templates may be created as needed for other jobs.
4. Substitutes will be able to record hours worked electronically in ESS or by electronic signature software such as DocuSign until ESS is available.
5. Substitutes can and should be reallocated to new support roles to support students and educators during the transition to online learning. Using racial equity tiering, schools will be allocated the following number of hours to utilize substitutes to support schools during the transition to online learning during the start of school:
 - a. Tier 1 schools: 80 hours
 - b. Tier 2 schools: 60 hours
 - c. Tier 3 schools: 40 hours
 - d. Tier 4 schools: 30 hours

These funds can be utilized until Oct. 31, 2020. Some examples of substitute use during the transition include:

- e. Using Paraprofessional substitutes to tutor students or work in small groups.
 - f. Using Certificated substitutes as intervention specialists to work with specific teachers to address student needs.
 - g. Providing office hours to work with specific students.
 - h. Assisting with online support for students or parents.
 - i. Checking in with asynchronous learners.
 - j. Assisting teachers with outreach to unresponsive students/families.
 - k. Assisting with technology support for families.
 - l. Assisting with the distribution of technology and materials.
6. The District will keep a supply of loaner laptops for substitutes to access and provide support for technology and systems for substitutes to complete their duties with students in a remote setting. Retrieval of laptops will be done following health and safety protocols contained in this agreement.
 7. Until loaner laptops are available to substitutes, they shall be permitted to use desktop computers at designated regional schools most convenient to them, following health and safety protocols contained in this agreement.
 8. Substitutes will have access to all necessary and relevant district online tools.
 9. The existing Substitutes Joint Labor/Management group will review substitute utilization and school needs for extra support during the first few months of school to determine if there is additional need for extra help work that substitutes may fulfill.
 10. The utilization of substitutes will be addressed in regularly scheduled Substitutes Joint Labor/Management meetings. The JLM will develop a survey to assess ongoing building needs that could be addressed by substitutes. This survey will be emailed to all building administrators and completed by October 31.
 11. Where it does not interfere with employee rights outlined in another Collective Bargaining agreement, jobs (e.g. temporary, technical support, inventory) will be made available for well qualified substitutes before hiring outside the district.

SCHEDULES

Educators will continue to fulfill their basic responsibilities for compensation as outlined in Article IV of the collective agreement (certificated, SAEOP and Paraprofessional).

The District will provide guidance through the site-based team (e.g. Building Leadership Teams) on how to implement the District approved schedule framework that is provided in the OSPI remote “Reopening Plan for 2020-21”. Provisions for approving schedules as outlined in Article II, Section A remain in place.

While the District schedules will outline parameters and guidelines for start/end and lunch time, schools will have the flexibility to ensure schedules meet students’ needs. Examples of this flexibility include, but are not limited to:

- Asynchronous activities
- Small group instruction (e.g. book clubs, SEL work)
- Additional Specially Designed Instruction/Related services
- Library programming and access (such as curbside pick-up)
- Other activities as determined by building staff
- Schedules are in support of student need as outlined in the school’s CSIP

Wednesdays will continue to follow the 75-minute early release schedule for collaboration time (per CBA). In addition, schools will have an additional 30 minutes of collaborative planning or professional development time. Educators will still need to provide students asynchronous (independent) learning activities for these 30 minutes so that minimum instructional minutes can be met. (See Educator Expectations associated with schedules). Staff meetings will continue to follow the current collective bargaining agreement.

Elementary specialists will not be required to provide synchronous instruction for more than three instructional periods on Monday, Tuesday, Thursday, and Friday. On Wednesdays, elementary specialists will not be required to provide synchronous instruction for more than two instructional periods.

Instructional periods can be made up of a combination of synchronous and asynchronous instructional opportunities. Below are definitions of these terms.

Delivery Model	What This Means	Examples
Synchronous (live)	Students engage in learning live via technology with an educator	<ul style="list-style-type: none"> • Teacher facilitates discourse about a shared lesson with a whole class over video conference • Students work together on a group project in a breakout room over video conference • Students work independently while on video conference; teacher monitors work, chats, and provides individual feedback or pulls a small group into a breakout room to share feedback. • This model applies to Tier I, II and III instruction and support.
Asynchronous (offline)	Students engage in learning independently and offline, on their own timeline	<ul style="list-style-type: none"> • Students watch a pre-recorded video lesson on their own schedule • Students complete assignments posted on district platforms on their own schedule • Educators provide feedback on completed assignments over district platforms • This model applies to Tier I, II, and III instruction and support.

EVALUATION

Guiding Principles adapted from OSPI Guidance for TPEP

The parties agree that district, school, and association leaders will collaborate regarding evaluation, including:

- Understanding that during a year when the mode of teaching and leading may change quickly and multiple times, a formative stance will be most useful.
- Recognizing that the opportunities for providing/substantiating evidence in the usual ways may be restricted, and that with this, the absence of evidence for an indicator or component should not be cause for lowering a score.
- Acknowledging teachers' and school leaders' specific contexts (issues with internet access, health concerns, children at home) when working remotely, and the impacts these contexts have on their work.
- Honoring the importance of setting up (reasonable) expectations for teachers at the outset, and then ensuring robust supports are provided for them to meet these expectations.
- Procedures for the logistics of completing the evaluation process and forms may need to change for the 2020–21 school year. Electronic tools used for evaluation conferences, remote and/or video observations, electronic and/or email signatures, and forms being used for this year (2020–21) only may be necessary.

The parties will meet to discuss any updated guidance from OSPI regarding the impacts of remote learning on evaluation for classified and certificated staff.

1. For 2020-2021 evaluations of certificated employees will be conducted in accordance with provisions of the Collective Bargaining Agreement (CBA) for Non-supervisory Certificated Employees and remain subject to the definitions, timelines, supports, and procedures therein. The parties agree to amend the evaluation process described in Article XI in the collective bargaining agreement ("CBA"), as follows:
 - a. Certificated employees in their first year of teaching, or in their first year of teaching in Seattle Public Schools, will receive a full comprehensive evaluation in 2020-2021, in accordance with Article XI, Section D of the CBA and in this MOU.
 - b. Certificated employees who are on a continuing contract and did not meet the performance schedule in 2019-2020 will receive a full comprehensive cycle in 2020-2021, in accordance with Article XI, Section D of the CBA and in this MOU.
 - c. Certificated employees who are on a provisional contract and did not meet the performance schedule, or received an overall Basic rating, will receive a full comprehensive evaluation in 2020-2021 in accordance with Article XI, Section D of the CBA and in this MOU.

2. All other certificated employees who are not included in items a-c but should be on a comprehensive cycle in 2020-2021 per Article XI, Section G.1 of the CBA, are eligible to be on a modified version of the comprehensive cycle. The modified version of the comprehensive cycle shall be as follows:
 - a. The teacher shall select, and the evaluator shall approve two criteria (and one student growth focus [3, 6 or 8]) to be formally scored using evidence collected during the 2020-2021 school year.
 - b. The remaining six criteria shall be scored by assigning the overall summative score (not the corresponding criterion score) received on the most recent Comprehensive evaluation. Teachers may request an evaluation of all 8 criteria and that request shall be approved.
 - c. Student growth will be scored using the rubrics developed by OSPI for the 20-21 school year.
 - d. The summative score shall be determined by adding all criterion scores (using the 20-21 scores for the two criteria selected, and for each of the remaining criteria, the overall score received the last time the teacher was on a comprehensive cycle) using the scoring bands provided in the CBA.
 - e. The Student Growth Impact Rating shall be determined by adding all student growth components (using the 20-21 scores for the two criteria selected, and for each of the remaining criteria, the overall score received the last time the teacher was on a comprehensive cycle) and using the scoring bands provided in the CBA.
 - f. An evaluator can move any certificated employee to a full comprehensive evaluation of all eight (8) criteria by December 15, 2020 if concerns are identified, in accordance with Article XI, Section G.3 of the CBA and state law. For certificated teachers, this will allow the school leader to initiate consulting teacher support.
 - g. Certificated employees who were assigned to a comprehensive evaluation cycle for 2020-21 at the end of the 2019-20 year, in accordance with Article XI, Section G.2 of the CBA, will also receive a full comprehensive evaluation of all eight (8) criteria.
 - h. Certificated employees on the Comprehensive evaluation cycle shall have at least two (2) observations for a total of sixty (60) minutes of their educational practice conducted, in accordance with the provisions of Article XI, Section D.8 of the CBA.
 - i. One observation shall be planned for a time when the educator is engaged in synchronous virtual instruction (classroom teachers) or other role-specific learning experience (i.e. Counselors, ESAs, Teacher Librarians) with students.
 - ii. The other required observation may be unscheduled or may be based on coaching discussions between the evaluator and educator of informal evidence gathered outside of the instructional setting.
 - iii. Observations will be conducted in accordance with the current collective bargaining agreement.

- i. Certificated employees on Focused evaluations shall be evaluated according to the requirements outlined in Article XI, Section D.3 and D.8.c of the CBA. Qualifying for Consulting Teacher support will continue to follow processes outlined in the current collective bargaining agreement between the District and the Association.
- j. The Professional Growth & Educator Support committee shall approve a set of “look fors” related to the components of the Danielson Framework for Teaching and TPEP eight (8) evaluative criteria to be used by evaluators who observe online instruction. The PG&E Committee will work to create/align critical attributes in a remote setting that align with the TPEP evaluation rubric.
- k. The SPED ESA Evaluation work group will work to develop a set of “look fors” in a remote setting that align to the four (4) domains of evaluation for each SPED ESA rubric.
- l. The Professional Growth & Educator Support committee (or another appropriate work group appointed by SPS/SEA for this purpose) will work to develop a set of “look fors” in a remote setting that align to the four (4) domains of evaluation for non-TPEP certificated employees and non-SPED ESA certificated employees.
- m. The District will provide information on the added “look fors” to all evaluators before any educator is engaged in an observation, but prior to October 15th.
- n. The District will provide information to all educators in a variety of modalities to ensure educators learn about and understand the “look fors” to be used during an observation.
- o. Evidence from online instruction/services is presumed to be “Proficient” unless there is a preponderance of evidence in a given criteria to suggest performance is “Distinguished”, “Basic”, or “Unsatisfactory”.
- p. For certificated employees who are provisional or on professional growth support documents or performance improvement plans will continue to receive PAR and other supports per the collective bargaining agreement.

CLASSIFIED EVALUATIONS:

In recognition of the uncertain circumstances of working during the COVID-19 health crisis, the parties agree the focus of evaluation process during this time is rooted in supporting staff in their professional growth to ensure a positive learning environment for students.

1. Classified Employees will continue to be evaluated in accordance with the collective bargaining agreement and a final summative conference with the employee must be held prior to the final evaluation report being submitted.
2. The Classified Mentorship workgroup will be reconvened by October 1 to develop a set of “look fors” for each of knowledge/skills on the classified evaluation that may be applicable during COVID-19. The District will provide a virtual training for evaluators on classified evaluations to be completed prior to the end of December 2020.

3. The following modifications will be made for the 20-21 school year:
 - a. All Classified employees who have received an overall rating of “Strong” or “Excellent” will be moved to a “Focused” evaluation cycle for the 20-21 school year.
 - b. Any classified employee who has been rated “Satisfactory” will be allowed to request a “Focused” evaluation cycle for 20-21. That decision will be made in consultation with their evaluator.
4. Employees on a focused evaluation may be returned to a Comprehensive evaluation by the evaluator, but no later than 3 months prior to their final evaluation.
5. If an employee’s performance is rated “Unsatisfactory” they shall be provided a mentor as outlined in the collective bargaining agreement and may be placed on extended probation as outlined in Article IV, Section B with the following additions:
 - a. Employees whose performance has been identified as Unsatisfactory may request three (3) days of on the job mentoring. Every effort will be made to provide a mentor.
 - b. Extended probation shall begin after the “look fors” training has been completed for the employee.
 - c. During the probationary process for Newly Hired Employees, either the evaluator or new employee may request mentor support should the evaluator note performance concerns.
6. The Classified Mentorship Workgroup will work to create/align components from the evaluation rubric to incorporate best practices of online student supports and administrative office work.
7. The District will provide information to all educators in a variety of modalities to ensure educators learn about and understand the classified evaluation process and “look fors” in a remote setting.

GRADING

Policy 2420 outlines the District’s grading policy. The OSPI Reopening Plan for 20-21 outlines the grading practices for 20-21. SEA and SPS have a shared interest in minimizing the negative impact of the school remote and hybrid learning on our students, particularly our students furthest from educational justice. The District will provide all educators with the process and protocols for grading in the 20-21 school year.

ATTENDANCE

As part of a teacher's basic responsibilities, daily attendance is mandatory and must be in alignment with OSPI guidelines and District approved protocols. Suspensions and expulsions for non-attendance or truancy are not appropriate interventions and shall not be used. Clearly outlined expectations and consistent procedures will be provided to students and educators. Student participation could look like, in order to be counted as present, including but not limited to:

1. Daily logins to learning management systems.
2. Daily interactions with teacher(s) to acknowledge attendance (including messages, emails, phone calls, or video chats); or,
3. Evidence of participation in a task or assignment. Student presence is determined by engaging in planned synchronous or asynchronous activities.

Seattle Public Schools is dedicated to providing racially, culturally, linguistically and age-appropriate supports and interventions for attendance. Student supports include, but are not limited to the following:

- Teacher trying to contact student and family
- Attendance Secretary at school building/program will call all students marked absent in the morning and afternoon.
- School support team (e.g., MTSS, Social Worker, School Counselor, Family Support Worker, Nurse, or other) works to contact family

ACCOMMODATIONS, LEAVES, AND BENEFITS

The District has recommended a remote model of instruction for the start of school this fall 2020. Under this model, the District has agreed that work that can be done remotely may be done remotely.

The District will follow all local, state and federal health and safety guidelines to ensure employees' safety. The District will provide safety measures as outlined in this agreement. The District and Association recognize the need to provide clear guidance to employees impacted by COVID-19 regarding accommodations, leaves, and benefits.

1. Compensation: All SEA represented employees working in a regular position will continue to be compensated under the terms of their Collective Bargaining Agreement as a result of the school closure(s) related to Coronavirus/COVID-19. There shall be no reduction of compensation for any supplemental contract, extra pay or stipends already in place unless the work cannot be and is not completed in a remote setting, as a result of the school closure(s) related to Coronavirus/COVID-19.
2. Employees who have health conditions, as defined by CDC, that lead to increased risk for severe illness from COVID-19 and have documentation from a

medical professional advising the individual to quarantine or self-isolate, will have the opportunity to request remote accommodations or an alternative assignment.

3. Employees may access leave provisions in their collective bargaining agreement and those allowed under state and federal law. The accompanying chart outlines the accommodation and leave options available to employees in various situations related to COVID-19. Employees continue to have access to ADA provisions for a 504 plan as currently outlined in the CBA.
4. The District will work with the Association to advocate with community partners to provide childcare options to educators.

During remote learning, employees will have the opportunity to request accommodations or an alternative assignment as described in the chart below:

Type of Employee	Accommodation Options	Leave Options
Increased-risk for severe illness from COVID-19	<ul style="list-style-type: none"> • Request remote work or an alternative assignment for work/services which may be provided remotely, if available and reasonable (documentation required) • Use of available leave (documentation required) 	<ul style="list-style-type: none"> • 10 days of 100% paid FFCRA leave if advised by a healthcare provider to self-quarantine • Accrued paid leave (personal, vacation, or sick) • Unpaid leave • Unemployment benefits
Caring for family member who has increased risk for severe illness from COVID- 19	<ul style="list-style-type: none"> • Request remote work or an alternative assignment for work/services which may be provided remotely, if available and reasonable (documentation from a healthcare provider stating the need required). • Use of available leave (documentation from a healthcare provider stating the need required). 	<ul style="list-style-type: none"> • 10 days 2/3 paid FFCRA leave if family member advised by a healthcare provider to self- quarantine; employee may supplement with accrued paid leave • Accrued paid leave (personal, vacation, or sick) • Unpaid leave of absence for the 20-21 school year.

Type of Employee	Accommodation Options	Leave Options
<p>Tested positive for COVID- 19 or seeking diagnosis of COVID-19</p> <p><i>Continued</i></p> <p>Tested positive for COVID- 19 or seeking diagnosis of COVID-19</p>	<ul style="list-style-type: none"> • Request remote work or an alternative assignment for work/services which may be provided remotely, if available, and reasonable, and if the employee is well enough to perform the duties. (documentation required). • Use of available leave (documentation required) 	<ul style="list-style-type: none"> • 10 days 100% paid FFCRA leave • Shared leave • Accrued paid leave (personal, vacation, or sick) • Washington Paid Family Medical Leave (PFML) • Worker's compensation (under certain circumstances) • FMLA (unpaid leave except for continued health insurance benefits) • Unpaid leave of absence for the period of the temporary disabling condition • Long-term disability benefits • Unemployment benefits
<p>Caring for child whose school or daycare provider is closed due to COVID-19</p>	<ul style="list-style-type: none"> • Request remote work or an alternative assignment for work/services which may be provided remotely, if available and reasonable (documentation required) • Use of available leave (documentation required) 	<ul style="list-style-type: none"> • 12 weeks of FFCRA 2/3 of salary paid leave. May use accrued paid leave to supplement the 2/3 pay for the first 2 weeks of leave only • Accrued paid leave (personal, vacation, or sick) • Unpaid leave of absence for the 2020-21 school year.

Type of Employee	Accommodation Options	Leave Options
Quarantined due to possible exposure to COVID-19	<ul style="list-style-type: none"> • Request remote work or an alternative assignment for work/services which may be provided remotely, if reasonable and available, and if the employee is well enough to perform the duties (documentation required) • Use of available leave (documentation required) 	<ul style="list-style-type: none"> • 10 days 100% FFCRA paid leave • Paid administrative leave if out of FFCRA leave, remote work is not possible, and exposure was from a District work site • Unpaid leave of absence for the period of the quarantine • Unemployment benefits • Accrued paid leave (personal, vacation, or sick)
Caring for individual infected or suspected of being infected with COVID-19	<ul style="list-style-type: none"> • Request remote work or an alternative assignment for work/services which may be provided remotely, if available and reasonable (documentation required) • Use of available leave (documentation required) 	<ul style="list-style-type: none"> • 10 days 2/3 paid FFCRA leave if family member advised by a healthcare provider to self- quarantine, employee may supplement with accrued paid leave • Shared leave • Accrued paid leave (personal, vacation, or sick) • Washington Paid Family Medical Leave (PFML) • FMLA (unpaid leave except for continued health insurance benefits) • Unpaid leave of absence • Unemployment benefits

Type of Employee	Accommodation Options	Leave Options
Employees who cannot wear a mask or other required PPE	<ul style="list-style-type: none"> • Request remote work or an alternative assignment for work/services which may be provided remotely, if available and reasonable (documentation required) • Other accommodations identified through the interactive process (documentation required) • Use of available leave (documentation required) 	<ul style="list-style-type: none"> • Unpaid leave of absence • Accrued paid leave (personal, vacation, or sick) • Other accommodations identified through the interactive process of the Americans with Disabilities Act (ADA).
Employees who choose not to wear a mask or other required PPE		<ul style="list-style-type: none"> • Use of available leave. • Accrued paid leave (personal, vacation)

The District will follow all state requirements, as determined by SEBB for providing health care coverage.

ALTERNATIVE WORK ASSIGNMENTS

To maximize the District’s options for meeting the educational, social and emotional needs of students in the unusual circumstances of the 2020-21 school year, the Association and District agree to the following limited opportunity for temporary reassignment of employees:

1. An employee may be temporarily assigned to provide services outside the employee’s normal job description if work within the employee’s job description is unavailable due to the remote learning model of education.
2. Such employee may only be assigned to perform work for which the employee is appropriately trained, licensed (if applicable) and able to perform.
3. Such assignment shall not, without the employee’s agreement, exceed the hours normally assigned to such employee.
4. Such employee shall be paid the regular salary, wages and benefits the employee would receive from the employee’s normal assignment.
5. Such employee’s temporary assignment may not result in displacing any other employee performing services within their regular job description.
6. Such employees shall not be assigned job duties associated with job classifications with a higher rate of pay than the employee’s rate of pay.

The temporarily reassigned employee retains a right to return to the employee's original assignment upon resumption of normal school operations, subject to existing contract rights of the District to reduce the workforce and/or reassign employees within the same bargaining unit.

When choosing from among multiple employees for the same available assignment, the District will prioritize employees in the following order:

1. Employees who are at higher risk for COVID-19;
2. Employees who hold the appropriate training, licensing, endorsement or other qualifications for the position;
3. Employees with a higher risk individual living in the employee's household;
4. Employees with children impacted by school closure.

If two or more employees have equal opportunity under the conditions above, the District will use seniority to make the assignment.

In addition to the provisions above:

- All SEA represented staff have the ability to meet with their colleagues and supervisor to request coverage, alternative assignments duties and/or a flexible schedule if available and reasonable and approved by the supervisor and in collaboration with the impacted colleagues.

CALENDAR

SPS and SEA recognize that during this pandemic, students will potentially be in different models of instruction ranging from 100% remote learning to hybrid remote/in-person to 100% in-person learning. The parties recognize that increased flexibility may be required to make quality learning available and effective for all students. The parties agree to amend the school year calendar as follows:

1. For the duration of this agreement, SEA agrees to expand the list of emergency closure conditions to include the emergencies noted in WAC 392-129.
2. SEA agrees to use five (5) “emergency closure” days (day between semesters and the first four (4) days after school is out) for make-up days should they be needed.
3. In the event that SPS closes the district for more than the five (5) emergency closure make-up days, the parties will meet to bargain the impacts to workdays and any required emergency makeup days beyond the 5 days referenced above.
4. If an emergency closure day is deemed necessary, the District will clearly communicate whether the day will be a workday or non-workday for staff as soon as possible, making every effort to inform employees the day prior to the closure where feasible and practical. If SPS fails to communicate (preferably by both email and phone call) the status of a closure day, and an employee works, they shall not be required to make up the day or will be paid for hours worked beyond their scheduled work year.
5. While the district is in remote learning, schools and the district will not close as long as remote learning can be provided.
6. If the district returns to in-person learning, remote learning systems will be maintained in the event that a school or the district needs to close buildings; students will receive remote learning.
7. SPS will make every reasonable effort to keep student days and employee workdays within the negotiated calendar.

REOPENER

The parties agree that the provisions of this agreement shall remain in effect until August 31, 2021 or until a replacement agreement is bargained. The parties understand that during the 2020-2021 school year the public health situation may change allowing for hybrid or full in-person learning. All stages of remote to in-person learning will prioritize the health and safety of students, staff, and the greater community, while continuing to support students furthest from educational justice. The parties will meet to bargain modifications to this agreement prior to implementing changes in the working conditions and expectations of SEA represented employees.

All other provisions of the collective bargaining agreement related to a return to a comprehensive evaluation for certificated employees remain in place.

Dated this ____ day of September 2020.

Jennifer Matter, President
Seattle Education Association

Denise Juneau, Superintendent
Seattle Public Schools

ADDENDUM: PROFESSIONAL DEVELOPMENT TOPICS

Professional development provided must include the following topics:

1. **Online Teaching Skills:** Basics and best practices to utilize consistent SPS learning management systems. This must include training in instruction, curriculum, and online strategies that will be used for all phases of remote learning.
 - a. This will include training on implementation of accommodations within online learning tools (ex: closed/live captioning like Otter, Success for Students with Hearing Loss).
2. **Support for Remote Work:** SPS will provide appropriate training and support (e.g., regular conference call) for all represented staff beyond online instruction in accordance with their roles and responsibilities, including collaboration across positions (paras, substitutes, ESAs, SAEOPs, etc.), and general use of technology and systems (electronic timekeeping, Frontline, etc.). There will be a “Tech 101” class that is designed to teach staff the basics of how to access online resources, including how to log on to SPS website, how to access email, how to access Schoology etc. This course should probably be a webinar accessed either online or via cellphone, and real-time support is requested to be available.
3. **Blended Learning Models:** Strategies and models to utilize consistent SPS learning management systems to blend synchronous and asynchronous learning.
4. **Specific Content Area Instruction:** Educators will receive specific training on instruction in an online platform in their content area and/or specialty, including special education specific professional development for all staff including general education and administrators as well as Amplify training.
5. **Ethnic Studies:** Professional development in Ethnic Studies will include, but is not limited to, content that has been built and vetted by SEA members. SPS and SEA commit to utilize SEA educators for facilitation of Ethnic Studies PD.
6. **Differentiation/Getting to the Core:** Addressing the main ideas of lesson, building engagement, keeping attention, small group instruction, creating partner work, small group, and collaboration among students through a culturally responsive framework.
7. **ESA Work Expectations:** Specific PD about support for ESA staff (OTs, PTs, SLPs, audiologists, vision teachers, DHH teachers, school psychologists, nurses, etc.) and counselors and social workers, open to all staff, including administrators and general education teachers.

8. **Differentiation of Roles:** In order to guide schools in supporting all staff, training on clarity of staff roles and supports will be provided. IA training, teacher training on supporting IAs, and supporting IAs in content/curriculum instruction.
9. **Cross Training:** In order to meet the changing needs due to the impact of the COVID-19 pandemic, SPS will provide cross training to SAEOPS and Paras to allow for more efficient services to families and provide an equitable workload management.
10. **Integrating Specialists and Special Ed into Remote Classroom:** SPS will provide training for all staff on how to integrate Specialists, ELL, and Special education staff into their online classrooms, to include specifics about the roles of specialist staff members, Special education staff, ELL, etc. Staff will be trained in using inclusionary practices in remote learning.
11. **Racial Equity, Targeted Universalism, and Anti-Racist Practices:** It is paramount that educators recognize that the pandemic had a disproportionate impact on students furthest from educational justice. We must recognize and respond to the dual pandemics of COVID-19 and systemic racism and work diligently to create equitable education our students deserve. Re-opening schools is not business as usual. We have a responsibility to examine our instructional practices, methods of engagement/communication with students and families, and content that we cover with the goal of eliminating barriers to learning, both in online and in person learning. "Racial Equity and Anti-racist Practices": SEA + SPS partnership/ collaboration with DREA, CRE, SEA+SPS Partnership committee, will require:
 - a. One (1) day of training to occur before school starts remotely, and continued training throughout the duration of remote learning on early release Wednesdays on themes including implementing liberation and anti-racist teaching practices, targeted universalism, and building anti-racist online teaching and learning practices and online hate and bias training.
 - b. Setting goals to build educators capacity for engaging in and teaching in anti-racist practices, including racial equity literacy and racial equity detours in the online setting.
 - c. This PD will explicitly be done in collaboration with SEA educators as determined by SEA +SPS partnership committee.
 - d. In building our anti-racist practices, SEA+SPS and will actively work to reduce and eliminate practices of harm for BIPOC staff and students that currently exist within our white normed education system. We affirm any factors of harm experienced by educators of color, and advocate that the harm be recognized and addressed in the way the harmed educators feel necessary.

Seattle School Community Commitment

Seattle Public Schools and Seattle Education Association aspire to respond to the most difficult education challenge of our time, not through fear and status-quo thinking, but with courage and creativity, engaging with families, community and nature in co-designed solutions based in hope and connection, drawing on the strengths of our communities and families

We value equitable access to high-quality education and the physical and emotional safety of our whole community, while prioritizing racial equity and centering students of color who are furthest from educational justice as we make decisions.

The following commitments, crafted by a diverse group of educators and school/district leaders advocating for staff, students, and families, reflect shared values and provide strategies in the new reality of remote learning. We seek to remove technology and language barriers, and to engage all our students in safe, equitable, and student-centered learning. We seek to ensure families have the materials and technical support they need.

We took to heart the wants and needs that were shared with us during family listening sessions. We heard the call to reimagine education that better connects educators and families and is focused on creating educator-student-family partnerships. Based on what we heard, SEA and SPS prioritized undoing systemic racism and teaching into social justice issues.

Strong Start

- The first week of school, Sept. 4-11, will focus on supporting students' social emotional wellbeing, culturally responsive community building, family connections and making sure students know how to access and use their technology tools to access student learning.
- Time will be utilized to building relationships between students and educators so that we have a strong foundation from which to build.

Family Supports

- SPS will provide training opportunities for students and families on SPS learning platforms and student systems.
- Buildings will work toward aligning lunch times across geographic areas when possible to enable families with students across grades to access lunch sites together.
- SPS will provide language support for families and students so they can access the technology they need in a remote learning environment and the training to use it.

Technology Supplies and Support

An effective remote learning program requires additional supports for students and families to ensure their engagement and success during remote instruction. A critical part of the success of students in a remote learning environment is support for systems and technology.

- Schools will ask families about technology needs (e.g. laptop, tablet, headphones, hotspot).
- SPS will provide a laptop or a tablet to each student dependent on family needs. SPS will provide other enabling devices (e.g. hotspots and headphones) as needed. Assistance with internet connectivity will be provided to qualifying families.
- All district devices will be preloaded with standard software and will be compatible with District learning management systems.
- SPS will select and provide age appropriate learning management systems and platforms for online learning and use them consistently by grade level across schools.
- SPS will work to improve student and family technology support, including training on our systems and tools.
- SPS Department of Technology will provide technology support to families in a variety of formats (email, phone and in-person). Language support will also be provided.
- SPS will partner with Community Based Organizations to support families with technology issues.

School Supplies

- As in past years, schools will provide students the necessary school supplies for online learning at home (e.g. books for independent reading, books for classes, supplies for science labs, art supplies, or instruments for music classes).
- Buildings will create a plan for the distribution of school supplies that meet the needs of their families and communicate the plan directly to families the week of August 31.

Communication

- Each building will implement a clear plan to communicate with all students and families with an intentional focus on reaching students furthest from educational justice. Principals will clearly communicate the school-wide expectations for communication with families to staff and community.

- SPS will provide appropriate two-way communication capabilities for staff to communicate with families, including the ability to text families and leave voice mail messages. Two-way text supports will launch in October.
- SPS will work toward streamlining school communications by providing families with a key point of contact at schools. The central office will continue to provide weekly communication in six languages on Thursdays.

Grading

We agree that grading practices in a remote setting must be modified to reduce harm. No D or E grades will be issued during remote learning. The District and schools will communicate the new grading policy to families in their home language.

Grades will represent a student's skill level in a subject area. Our intent in these practices is to provide authentic feedback to create lifelong learners and mitigate against any bias.

Secondary Grading

- Students at the secondary (middle/ high school) level will receive either an "A, A-, B+, B, B-, C+, C, C-, or I ("incomplete")" for any/all classes during the COVID-19 remote model.
- Classroom teachers will update grades regularly and communicate with families in advance. If a student is in need of additional supports in order to meet the requirements for a C- grade, educators will and follow a clear process for any incomplete grade.
- Students will have the opportunity to appeal an "Incomplete" or complete the individual learning plan.
- Students receiving special education services will also receive their IEP progress reports.
- No D or E grades will be issued during remote learning.

Elementary Grading

Students will receive their elementary progress reports with standards markings of 1, 2, 3, or 4 and teacher comments included for each subject covered during the trimester.

- If a teacher cannot provide standards-based grading, they will include teacher comments for each subject area.
- Students receiving special education services will receive elementary progress reports for all trimesters, along with their IEP goal reports.

Attendance

Consistent attendance is essential for students to achieve academic excellence. Clearly outlined expectations and consistent procedures will assist our students in meeting academic requirements and finding academic success. Through consistent attendance, learning environments are enriched and improved by the contributions, perspectives and presence of every student.

Attendance Requirements for Live/Offline Teacher-supported Learning – Attendance during COVID-19 remote models requires an equity lens. Attendance is critical to the academic success of every student to ensure the best possible outcomes for learning. To ensure the success of all students and their learning, our expectation is that all students participate in live/offline learning opportunities. However, we understand at times this may not be possible. Students will not be marked absent if they miss their live online class as long as they engage in one of the following:

- Log into Schoology or Seesaw and complete assigned work.
- Contact teacher(s) to arrange a plan to complete work.

Suspension and Expulsion for non-attendance or truancy are not appropriate interventions and shall not be used.

We are committed to continue to fight for the health and safety of our diverse communities - physically, socially and emotionally. We continue to work to ensure that grading and attendance practices result in opportunities and supports, rather than in penalties and barriers to success. We will prioritize social and emotional learning that is relevant to our students in this new reality. In order to do so, we are committed to providing our educators quality training in order to maximize all tools available in a remote learning context, including anti-racist training for all staff.

These values shall ultimately extend beyond the remote experience as we work toward the safest, most racially equitable public education system we can create. We recognize that parents and caregivers are our scholars' first teachers. It is essential that we do this good and necessary work together and in authentic partnership!